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ABSTRACT

Inservice clinics for administrators and teachers were sponsored annually for three years by the Arizona State Department of Education, Division of Career and Vocational Education. As an aid in planning future clinics, a needs assessment was conducted of former participants. The procedures and results of the survey are presented in the report. The needs assessment instrument consisted of a list of 15 topics dealing with the administration of occupational programs and vocational education. The topics were presented on a Likert-type scale which asked the following three questions: (1) how important is it, (2) to what extent is it being achieved in your district, and (3) what is the State's responsibility. Results of the study showed that topics of most concern to respondents were curriculum development, conducting a local needs assessment, evaluation of programs, and allocation of resources for programs. Recommendations included: (1) inservice education should be a shared responsibility between the State Department of Education and local districts, with representatives from local districts involved in future planning, (2) inservice education should be more than an introductory approach to a topic, (3) needs assessments should be conducted regularly, and (4) input should be gathered from nonparticipating administrators. Appendixes to the report contain the needs assessment instrument, the cover letter, and the tables showing the compilation of data obtained. (BS)

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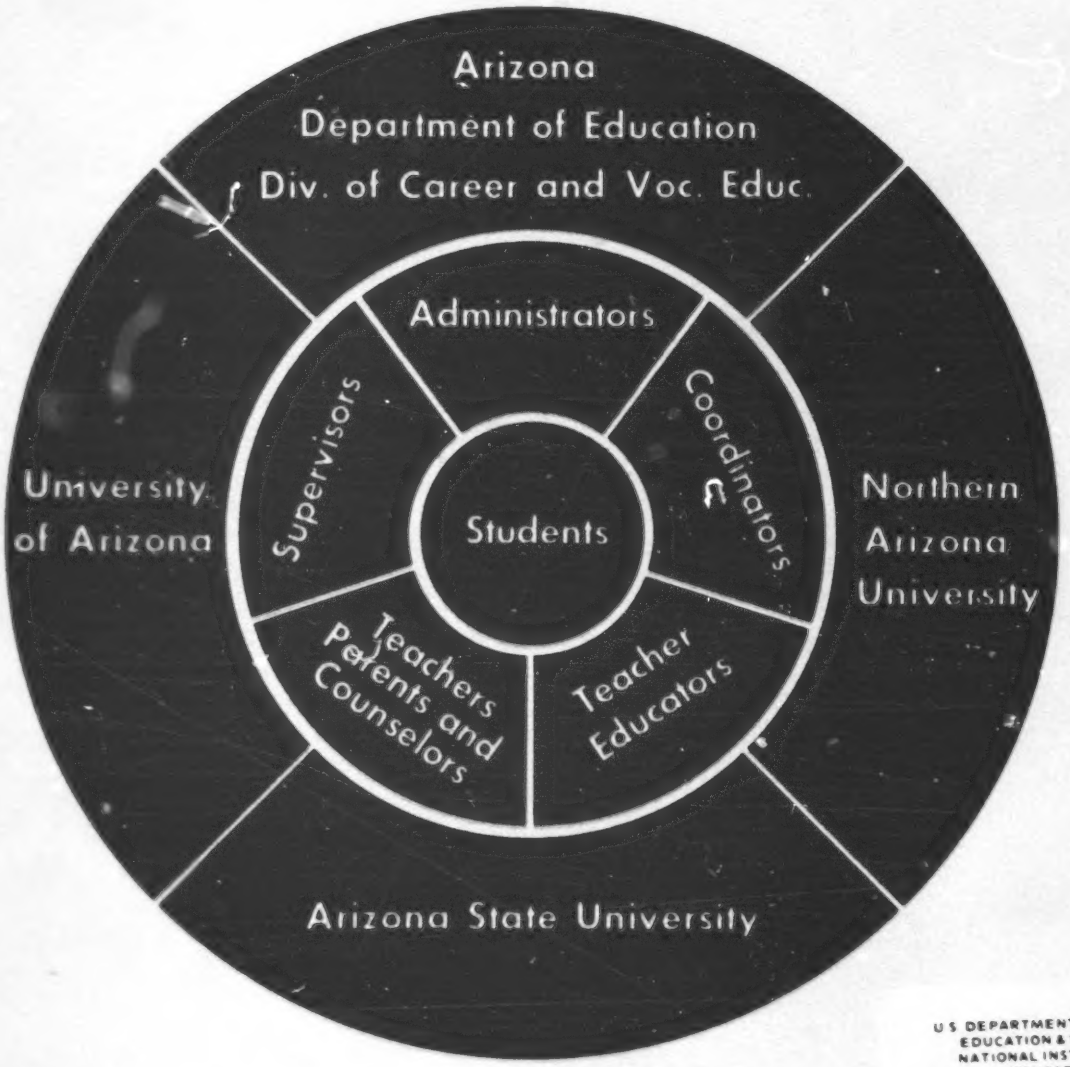

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FINAL REPORT

1975

Needs Assessment for Arizona EPDA Project

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VT 102

TITLE VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program of activity receiving federal financial assistance." Therefore, this clinic must be operated in compliance with this law.

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INTRODUCTION

Arizona Department of Education Division of Career and Vocational Education, utilizing funding under the Educational Professional Development Act (EPDA), Part F, has sponsored in-service clinics for administrators during 1972-73, 1973-74 and 1974-75. The clinics each year were conducted in three locations: University of Arizona, Tucson; Northern Arizona University, Flagstaff; and Arizona State University, Tempe.

These clinics were largely planned by an advisory committee for the project consisting of an occupational director for a county community college system, a county coordinator, a local vocational director, three staff members from the Division of Career and Vocational Education, and a representative from each of the three universities. However, at the end of each clinic participants were asked to indicate topics for future in-service clinics, but very few participants gave specific suggestions. It was decided, therefore, that if the EPDA clinics were to be of optimum benefit to all the participants, a needs assessment should be conducted of all former participants to ascertain directly what type of in-service education is needed. This report is the results of the needs assessment taken of the participants who attended any of the three past EPDA clinics.

The report is presented in the following parts: The introduction which gives the rationale as to why the needs assessment was necessary. The procedures section briefly describes the instrument used and how the needs assessment was conducted. The results section summarizes the evidence obtained. Lastly, are the summary of the major findings and the recommendations which emerged from the results. The appendices contain

the needs assessment instrument, the cover letter, and the tables showing the compilation of data obtained.

PROCEDURES

The needs assessment instrument was developed by presenting to the advisory committee for the project a list of possible topics that could be included for in-service clinics. Absent members were also sent copies of the topics so further suggestions could be solicited. The topics were then placed on a Likert-type scale which asked the following three questions: 1) How important is the item? 2) To what extent is it being achieved in their district? 3) What is the State's in-service responsibility? A similar instrument had been developed and tried out in a locally-conducted needs assessment. It was decided to use the instrument without further testing due to the stringent time limitations for completing the project. A copy of the needs assessment instrument is in Appendix A, page 15.

A master list of participants from the EPDA in-service clinics for the past three years was compiled from the following sources: Final Reports of EPDA clinics, 1972-73 and 1973-74; registration list, 1974-75; and expense claims for all three years. The total list contained 430 unduplicated participants not including resource persons and some university undergraduate and graduate students from vocational education programs.

The list was divided into nine position categories: 1) elementary and secondary administrators; 2) elementary and secondary vocational teachers; 3) secondary counselors; 4) parents; 5) students; 6) community college personnel; 7) state staff; 8) county coordinators; and 9) university faculty. Elementary and secondary administrators included superintendents, assistant superintendents, principals, assistant principals, directors or supervisors of special programs, directors of voca-

tional education, and coordinators of curriculum. Elementary and secondary vocational teachers consisted of agriculture, business, home economics, and industrial education teachers. Secondary counselors were counselors and guidance personnel. Parents represented parents of students enrolled in secondary schools. Students came mainly from secondary schools in vocational programs, but also included some university students. Community college personnel encompassed deans, associate deans, professors, para-professional teachers, division and department chairpersons and coordinators of vocational education. State staff were from the Arizona Department of Education, Division of Career and Vocational Education. County coordinators included not only persons in the designated county coordinator position but also career education personnel attached to a county coordinator's office. University faculty was comprised of teacher educators, professors, directors of vocational education, department chairpersons and deans employed at a university.

The list of participants contained 25 percent who were designated as the elementary and secondary administrators; 19 percent were elementary and secondary vocational teachers; 16 percent were students; 8 percent were secondary counselors; 8 percent were community college personnel: 8 percent were county coordinators; 7 percent were university faculty; 5 percent were state staff; and 4 percent were parents.

The decision was made to mail the assessment instrument to employment addresses for elementary and secondary administrators, community college personnel, county coordinators, state staff and university faculty categories since many of them were still employed during the month of June. Since the needs assessment project was funded after most elementary and

secondary schools were closed, an effort was made to mail the assessment instrument for the rest of the participants to home addresses. Addresses were available for parents and students but expense claims for the other participants had been usually sent to an employment address. A search, therefore, was conducted for teachers' and counselors' home addresses by calling personnel offices, using school directories and placing "Please Forward" on some letters. Of the 430 participants, 340 were mailed cover letters from Dr. Robert Kerwood, Director, Professional and Curriculum Development, Arizona Department of Education and Dr. Margaret V. Barkley, Project Director, Arizona State University. A copy of the cover letter is in Appendix B, page 19. Included with the letter was the needs assessment instrument and a self-addressed, stamped envelope. For the remaining 90 of the 430 participants addresses were unobtainable due to summer vacations, changes in positions, and name changes because of marriages. However, a comparison of percentages in the defined position categories between the total list of participants from the three in-service EPDA clinics and those mailed needs assessment instruments shows the two groups appear to be very similar in composition as reported in Table 1, Appendix C, page 21.

Of the 340 participants who were mailed needs assessment instruments, 135 instruments were returned completed, three were returned unusable and 14 were returned by the post office because they were unable to deliver them. Additional instruments were returned, but because of the project deadline were not included in the results. Upon examination of the percentage of needs assessment instruments returned, the sample represented thirty-one percent of the total number of participants. The percentages

in the nine defined categories of the sample closely represent the percentage in the total participants as reported in Table 1, Appendix B, page 21. Elementary and secondary vocational teachers in the total 430 participants represented 19 percent; of the sample responding, they were 16 percent. Elementary and secondary administrators were 25 percent of the 430 participants, while in the sample they were 26 percent. Secondary counselors were 8 percent of the original total and were 5 percent of the respondents. Parents were 4 percent in both groups. Students were 16 percent of the 430 participants but were only 7 percent of the responding sample. This may have been caused by the mobility of students. Community college personnel were 8 percent in the original group and 11 percent of the sample. University faculty comprised 7 percent of the 430 participants but increased to 13 percent of the sample. This could have resulted from timing of the project for many faculty were in residence during the first summer session at the universities. State staff originally was 5 percent of the total and represented 10 percent of the sample. Most of them are working in June so would be available to respond to the instrument. County coordinators were 8 percent of both groups.

The answers were compiled according to nine defined categories: elementary and secondary administrators; elementary and secondary teachers; secondary counselors; students; community college personnel; parents; state staff; county coordinators and university faculty.

The instructions on the needs assessment instrument stated that the participant was to circle the number representing the most appropriate answer. For certain items no number was circled by respondents. Therefore, on some items the totals are less than 135. For example, university

faculty usually did not circle answers on the middle column in response to the question, "To what extent is it being achieved by your district?"

RESULTS

In considering the results it is well to remember that the needs assessment instrument consisted of 15 items, and each item had three sub-parts or questions. For each sub-part, there were three possible answers that could be chosen making a total of nine possible answers for each item. The percentages were calculated on the number of participants answering each particular sub-part of the item. Upon examination of Table II, Appendix D, page 22, it can be ascertained that:

All of the fifteen items, except one, were rated above the 50 percentage as being of "great importance." Item Number 7, "Setting up a system for management by objectives." fell below the 50 percent level by being chosen by only 45 percent as being of "great importance." The four items rated above the 75 percent level as being of "great importance" were: Item Number 1, "Conducting a local needs assessment" at 78 percent; Item Number 3, "Planning curriculum for occupational programs" at 79 percent; Item Number 4, "Evaluating occupational programs" at 83 percent; and Item Number 8, "Allocating resources for an occupational program" at 75 percent. Only Item Number 7, "Setting up a system for management by objectives," was rated above 10 percent as being of "little importance." This item received an overall rating of 12 percent as of "little importance."

When asked to what degree is the item being achieved by their district, all fifteen items were rated "somewhat" above the 50 percent.

"In regard to the State's in-service responsibility, fourteen items were rated over the 50 percent level as "share equal responsibility." Item Number 3, "Interpreting legislative action related to occupational programs," was the only item marked by over 50 percent of the participants

as the "major responsibility" of the State in providing in-service.

Thirteen of the fifteen items fit the following general description: They are of "great importance;" are being achieved "somewhat" by the district; and the State is to "share equal responsibility" for in-service with the local district. Items Number 3 and 7 do not fit or vary somewhat from the above description. Item Number 3, "Interpreting legislative action related to occupational programs," was rated to be of "great importance," being achieved "somewhat" by the district, and the State has the "major responsibility" for in-service. Item Number 7, "Setting up a system for management by objectives," was identified by 43 percent as of "average importance" and by 45 percent as of "great importance." The respondents did rank Item Number 7 as being achieved "somewhat" by the district and respondents indicated that the State is to "share equal responsibility" with the local districts for in-service in "Setting up a system for management by objectives."

The four items rated above 75 percent by the responding sample as being of "great importance" are broken down by five position categories of elementary and secondary teachers, elementary and secondary administrators, community college personnel, university faculty and state staff and are reported on Table XVIII, Appendix C, page 39. These five position categories were analyzed because they were the largest in number of respondents. From Table XVIII, it can be ascertained that:

"Conducting a local needs assessment" was rated by 78 percent of the responding sample as of "great importance." Rating by categories were as follows: elementary and secondary vocational teachers category rating was 65 percent; elementary and secondary administrators was 85 percent;

community college personnel was 87 percent; university faculty was 71 percent; and state staff was 78 percent. Results indicate that elementary and secondary administrators saw conducting a needs assessment of "greater importance" than elementary and secondary vocational teachers.

"Planning curriculum for occupational programs" was selected by 79 percent of the responding sample as of "great importance." Elementary and secondary vocational teachers category rating was 76 percent; elementary and secondary administrators' rating was 71 percent; community college personnel rating was 80 percent; university faculty rating was 82 percent; and state staff rating was 79 percent. Elementary and secondary administrators had the lowest percentage of the five categories in identifying planning curriculum as of "great importance." This may be because they are not as directly involved in curriculum planning as the other position categories were.

The item, "Evaluating occupational programs" was assessed by 83 percent of the responding sample as of "great importance." Ratings were as follows: elementary and secondary vocational teachers 76 percent; elementary and secondary administrators 83 percent; community college personnel 87 percent; university faculty 100 percent; and state staff 93 percent. The elementary and secondary vocational teachers' category was the lowest percentage of the five categories, and this category was lower than the responding sample average. Perhaps evaluation would not seem as important to teachers as to the other position categories analyzed.

"Allocating resources for an occupational program" was indicated by 75 percent of the responding sample as being of "great importance." Responses by categories were as follows: elementary and secondary voca-

tional teachers 81 percent; elementary and secondary administrators 59 percent; community college personnel 87 percent; university faculty 76 percent; and state staff 71 percent. There seems to be a wide discrepancy between elementary and secondary vocational teachers and elementary and secondary administrators. Teachers may have perceived allocation of resources as of great importance because availability of resources often facilitates the teaching process.

"Setting up a system for management by objectives" was assessed by 45 percent of the responding sample as being of "great importance." Table XIX, Appendix C, page 41, shows the ratings were: elementary and secondary vocational teachers 63 percent; elementary and secondary administrators 34 percent, community college personnel 54 percent; university faculty 35 percent; and state staff 43 percent. Elementary and secondary vocational teachers' high rating in this area may have been due to continued emphasis on classroom objectives. This is only a conjecture by the authors, and additional information is needed to fully understand this result.

SUMMARY & RECOMMENDATIONS

It is realized by the compilers of this report that this needs assessment represents a very limited sample so the direction for in-service education still lacks some clarification, but the results provide more direction for future clinics than has ever been provided previously. Summary of the major findings are:

1. As a group and also by position categories, the fifteen items were considered to be of "great importance." The four items receiving the highest percentage were "Conducting a local needs assessment," "Planning curriculum for occupational programs," "Evaluating occupational programs," and "Allocating resources for occupational programs."
2. The items indicated as having "great importance" for all categories of participants were also marked as being "somewhat" achieved at the district level.
3. The checking of the third column of the needs assessment instrument indicated that a large percentage of the respondents selected the answer that the State Department of Education "share equal responsibility" for in-service responsibility with the local districts. In the EPDA clinics the Arizona Department of Education, Division of Career and Vocational Education and the universities have shared the responsibility so participants have become accustomed to joint endeavors. Also local districts have been able to have follow-up clinics funded by the State Department of Education in which some of the respondents have participated.
4. In only one item, "Interpreting legislative action" did the participants indicate that this topic was the "major responsibility"

of the Arizona Department of Education.

5. Analysis of results indicate the importance of an item appeared to be contingent upon the position occupied. For example, 81 percent of the teachers checked allocating resources as of "great importance" while only 59 percent of the administrators checked of "great importance."

The following recommendations have emerged from this project:

1. The State Department of Education, Division of Career and Vocational Education, should continue to maintain an active role in providing in-service education because over three-fourths of the respondents indicated that in-service education on the topics listed on the instrument were of great importance and that it should be a shared responsibility between the State and local districts.
2. Since the participants demonstrated by their responses that in-service education should be a shared responsibility between the State Department and local districts, any in-service undertakings should probably involve planning with representatives from local districts.
3. The responses of the participants seem to suggest that local districts have "somewhat achieved" the topics so the in-service education should be more than an introductory approach for respondents are ready for some in-depth information on the topics.
4. The topics which seem of most concern to the respondents are curriculum development, needs assessment, evaluation of program and allocation of resources. Since the topic of evaluation was

covered two years ago in an in-service clinic, the emphasis of the next clinic should probably be curriculum development. Needs assessment is one of the first logical steps in curriculum development so it would appear that it could be incorporated in the curriculum in-service meeting.

The topic of allocation of resources might be delayed for another in-service clinic because the curriculum offered determines how resources need to be allocated. Including resources in the curriculum development project would lead to lack of in-depth coverage for both topics.

5. It would seem that the State staff should plan to regularly up-date Arizona Educational personnel on legislative matters through in-service meetings.
6. In-service should provide for planned interchange between different position categories (groups) to develop understanding of the needs and pressures perceived by different position categories in relation to vocational education.
7. Needs assessments should be regularly conducted to find out concerns of EPDA clinics participants. Projects of this type should be conducted during the school year so the sampling can be complete.
8. Input should be gathered from a sample of administrators who do not participate in the EPDA in-service clinics as to the reasons they do not attend.

APPENDIX A

NEEDS ASSESSMENT, EPDA 553

Your Position: _____

DIRECTIONS: Circle the number that represents the most appropriate answer.	How important is it? (1) little importance	(2) average importance	(3) great importance	To what extent is it being achieved by your district? (1) not at all or uncertain	(2) somewhat	(3) almost completely	What is the State's in-service responsibility? (1) little or no responsibility	(2) share equal responsibility	(3) major responsibility
1. Conducting a local needs assessment.	1	2	3	1	2	3	1	2	3
2. Planning curriculum for occupational programs.	1	2	3	1	2	3	1	2	3
3. Interpreting legislative action related to occupational programs.	1	2	3	1	2	3	1	2	3
4. Evaluating occupational programs.	1	2	3	1	2	3	1	2	3
5. Individualizing instruction in occupational education.	1	2	3	1	2	3	1	2	3
6. Publicizing occupational programs.	1	2	3	1	2	3	1	2	3
7. Setting up a system for management by objectives.	1	2	3	1	2	3	1	2	3
8. Allocating resources for an occupational program.	1	2	3	1	2	3	1	2	3

(over)

	How important is it?			To what extent is it being achieved by your district?			What is the State's in-service responsibility?		
	(1) little importance	(2) average importance	(3) great importance	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility
9. Setting up and using advisory committees.	1	2	3	1	2	3	1	2	3
10. Implementing changes in occupational programs.	1	2	3	1	2	3	1	2	3
11. Integrating vocational education into career education.	1	2	3	1	2	3	1	2	3
12. Articulating between levels of a field of study.	1	2	3	1	2	3	1	2	3
13. Articulating between various fields of vocational education.	1	2	3	1	2	3	1	2	3
14. Conducting follow-up studies.	1	2	3	1	2	3	1	2	3
15. Providing vocational programs for students with special needs.	1	2	3	1	2	3	1	2	3

APPENDIX B

CAROLYN WARNER
SUPERINTENDENT

Arizona
Department of Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
271-4361

June 12, 1975

For four years, EPDA 553 projects have been in operation in Arizona. The time has come for you to give us direction for future clinics.

Enclosed is a short needs assessment instrument. Please complete the survey and return in the addressed stamped envelope.

Your cooperation is appreciated as we would like to plan the EPDA clinics to be most helpful to you.

Sincerely,

Bob

Robert V. Kerwood, Director
Professional and Curriculum
Development

Margaret

Margaret V. Barkley
Project Director

MVB:jws

APPENDIX C

TABLE I

RESPONDENTS COMPARED TO TOTAL NUMBER OF PARTICIPANTS AND NUMBER SAMPLED BY POSITION CATEGORIES

POSITION CATEGORIES	TOTAL POSSIBLE PARTICIPANTS		NUMBER SAMPLED		RESPONDENTS	
	No.	Percent	No.	Percent	No.	Percent
Elementary & Secondary Teachers	83	19%	55	16%	21	16%
Elementary & Secondary Administrators	106	25%	83	24%	35	26%
Secondary Counselors	35	8%	19	6%	7	5%
Parents	19	4%	16	5%	5	4%
Students	69	16%	57	17%	10	7%
Community College Personnel	35	8%	35	10%	15	11%
University Faculty	28	7%	28	8%	17	13%
State Staff	22	5%	22	7%	14	10%
County Coordinators	33	8%	25	7%	11	8%
TOTAL	430	100%	340	100%	135	100%

TABLE II

RESPONDENTS' ANSWERS BY PERCENTAGES
TO NEEDS ASSESSMENT ITEMS

	How important is it?			To what extent is it being achieved by your district?			What is the State's in-service responsibility?		
	(1) little importance	(2) average importance	(3) great importance	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility
1. Conducting a local needs assessment.	0%	22%	78%	14%	70%	16%	19%	64%	17%
2. Planning curriculum for occupational programs.	1%	20%	79%	4%	71%	25%	12%	67%	21%
3. Interpreting legislative action related to occupational programs.	4%	29%	67%	30%	66%	4%	4%	27%	69%
4. Evaluating occupational programs.	1%	16%	83%	9%	69%	22%	6%	69%	25%
5. Individualizing instruction in occupational education.	1%	40%	59%	21%	69%	10%	21%	65%	14%
6. Publicizing occupational programs.	4%	32%	64%	16%	71%	13%	16%	58%	26%
7. Setting up a system for management by objectives.	12%	43%	45%	25%	59%	16%	19%	64%	17%
8. Allocating resources for an occupational program.	2%	23%	75%	14%	68%	18%	7%	53%	40%

	How important is it?			To what extent is it being achieved by your district?			What is the State's in-service responsibility?		
	(1) little importance	(2) average importance	(3) great importance	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility
9. Setting up and using advisory committees.	8%	33%	59%	19%	52%	29%	32%	54%	14%
10. Implementing changes in occupational programs.	1%	31%	68%	9%	72%	19%	11%	71%	18%
11. Integrating vocational education into career education.	3%	31%	66%	16%	69%	15%	8%	67%	25%
12. Articulating between levels of a field of study.	2%	26%	72%	21%	71%	8%	15%	65%	20%
13. Articulating between various fields of vocational education.	1%	34%	65%	22%	71%	7%	10%	63%	27%
14. Conducting follow-up studies.	2%	30%	68%	27%	64%	9%	11%	60%	29%
15. Providing vocational programs for students with special needs.	1%	26%	73%	17%	71%	12%	8%	57%	35%

TABLE III

NUMBER OF ANSWERS BY POSITION CATEGORIES
TO ITEM NUMBER 1

1. Conducting a Local Needs Assessment.

	How important is it?				To what extent is it being achieved by your district?				What is the State's in-service responsibility?			
	(1) little importance	(2) average importance	(3) great importance	(4) no answer	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(4) no answer	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility	(4) no answer
POSITION CATEGORIES												
Elem. & Sec. Teachers	0	7	13	1	4	12	3	2	4	13	3	1
Elem. & Sec. Asminis.	0	5	30	0	4	25	4	2	7	20	7	1
Secondary Counselors	0	2	5	0	1	6	0	0	1	5	0	1
Parents	0	0	5	0	1	4	0	0	1	2	2	0
Students	0	3	6	1	1	7	1	1	4	2	3	1
Comm. Coll. Personnel	0	2	13	0	0	10	5	0	3	10	1	1
Univ. Faculty	0	5	12	0	1	6	3	7	3	13	1	0
State Staff	0	3	10	1	0	4	1	9	0	10	3	1
County Coord.	0	2	9	0	4	6	1	0	2	7	2	0
TOTAL	0	29	103	3	16	80	18	21	25	82	22	6

TABLE IV

NUMBER OF ANSWERS BY POSITION CATEGORIES
TO ITEM NUMBER 2

2. Planning Curriculum for Occupational Programs.

	How important is it?				To what extent is it being achieved by your district?				What is the State's in-service responsibility?			
	(1) little importance	(2) average importance	(3) great importance	(4) no answer	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(4) no answer	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility	(4) no answer
POSITION CATEGORIES												
Elem. & Sec. Teachers	0	5	16	0	1	16	4	0	3	14	4	0
Elem. & Sec. Adminis.	0	10	25	0	2	23	9	1	3	25	6	1
Secondary Counselors	0	0	7	0	1	5	1	0	0	5	2	0
Parents	0	0	5	0	0	5	0	0	0	4	1	0
Students	0	0	10	0	0	7	3	0	2	8	0	0
Comm. Coll. Personnel	0	3	12	0	0	10	5	0	3	8	4	0
Univ. Faculty	1	2	14	0	0	6	5	6	2	11	4	0
State Staff	0	3	11	0	0	5	0	9	1	8	5	0
County Coord.	0	4	7	0	1	7	3	0	1	8	2	0
TOTAL	1	27	107	0	5	84	30	16	15	91	28	1

TABLE V

NUMBER OF ANSWERS BY POSITION CATEGORIES
TO ITEM NUMBER 3

3. Interpreting Legislative Action Related to Occupational Programs.

	How important is it?				To what extent is it being achieved by your district?				What is the State's in-service responsibility?			
	(1) little importance	(2) average importance	(3) great importance	(4) no answer	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(4) no answer	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility	(4) no answer
POSITION CATEGORIES												
Elem. & Sec. Teachers	2	4	15	0	11	10	0	0	2	7	12	0
Elem. & Sec. Adminis.	0	17	18	0	7	25	2	1	0	11	24	0
Secondary Counselors	0	1	6	0	2	5	0	0	0	1	6	0
Parents	0	2	3	0	1	4	0	0	0	2	3	0
Students	1	2	7	0	4	5	0	1	1	6	3	0
Comm. Coll. Personnel	0	4	11	0	3	11	1	0	1	0	13	1
Univ. Faculty	1	3	12	1	4	7	1	5	0	4	13	0
State Staff	0	2	12	0	0	4	1	9	0	3	10	1
County Coord.	1	4	6	0	3	7	0	1	1	2	7	1
TOTAL	5	39	90	1	35	82	5	17	5	36	91	3

TABLE VI

NUMBER OF ANSWERS BY POSITION CATEGORIES
TO ITEM NUMBER 4

4. Evaluating Occupational Programs.

	How important is it?				To what extent is it being achieved by your district?				What is the State's in-service responsibility?			
	(1) little importance	(2) average importance	(3) great importance	(4) no answer	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(4) no answer	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility	(4) no answer
POSITION CATEGORIES												
Elem. & Sec. Teachers	0	5	16	0	4	13	4	0	2	17	0	2
Elem. & Sec. Adminis.	0	6	29	0	0	25	9	1	1	26	7	1
Secondary Counselors	0	1	6	0	0	7	0	0	2	3	2	0
Parents	0	0	5	0	1	4	0	0	0	4	1	0
Students	0	4	6	0	2	6	1	1	2	6	1	1
Comm. Coll. Personnel	0	2	13	0	0	11	3	1	1	10	4	0
Univ. Faculty	0	0	17	0	1	9	2	5	0	11	6	0
State Staff	0	1	13	0	0	1	4	9	0	5	9	0
County Coord.	1	3	7	0	2	6	3	0	0	8	3	0
TOTAL	1	22	112	0	10	82	26	17	8	90	33	4

TABLE VII

NUMBER OF ANSWERS BY POSITION CATEGORIES
TO ITEM NUMBER 5

5. Individualizing Instruction in Occupational Programs.

	How important is it?				To what extent is it being achieved by your district?				What is the State's in-service responsibility?			
	(1) little importance	(2) average importance	(3) great importance	(4) no answer	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(4) no answer	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility	(4) no answer
POSITION CATEGORIES												
Elem. & Sec. Teachers	0	8	13	0	2	16	2	1	3	12	5	1
Elem. & Sec. Adminis.	0	13	22	0	9	23	2	1	11	19	4	1
Secondary Counselors	0	4	3	0	1	6	0	0	2	4	1	0
Parents	0	1	4	0	1	2	1	1	1	4	0	0
Students	0	3	7	0	2	6	1	1	2	6	1	1
Comm. Coll. Personnel	0	3	12	0	3	11	1	0	2	12	1	0
Univ. Faculty	1	6	9	1	3	6	3	5	5	9	3	0
State Staff	0	10	4	0	0	4	1	9	1	11	2	0
County Coord.	0	5	6	0	4	6	1	0	1	8	2	0
TOTAL	1	53	80	1	25	80	12	18	28	85	19	3

TABLE VIII

NUMBER OF ANSWERS BY POSITION CATEGORIES
TO ITEM NUMBER 6

6. Publicizing Occupational Programs.

	How important is it?				To what extent is it being achieved by your district?				What is the State's in-service responsibility?			
	(1) little importance	(2) average importance	(3) great importance	(4) no answer	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(4) no answer	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility	(4) no answer
POSITION CATEGORIES												
Elem. & Sec. Teachers	2	6	13	0	7	12	2	0	2	13	5	1
Elem. & Sec. Adminis.	2	10	23	0	5	25	4	1	9	17	9	0
Secondary Counselors	0	3	4	0	2	4	1	0	1	5	1	0
Parents	0	1	4	0	1	4	0	0	0	2	3	0
Students	1	3	6	0	1	8	0	1	2	5	2	1
Comm. Coll. Personnel	0	2	13	0	0	10	5	0	3	6	6	0
Univ. Faculty	0	6	11	0	1	9	2	5	2	12	2	1
State Staff	0	7	7	0	1	4	0	9	2	11	1	0
County Coord.	0	5	6	0	1	9	1	0	1	6	4	0
TOTAL	5	43	87	0	19	85	15	16	22	77	33	3

TABLE IX

NUMBER OF ANSWERS BY POSITION CATEGORIES
TO ITEM NUMBER 7

7. Setting Up a System for Management by Objectives.

	How important is it?				To what extent is it being achieved by your district?				What is the State's in-service responsibility?			
	(1) little importance	(2) average importance	(3) great importance	(4) no answer	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(4) no answer	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility	(4) no answer
POSITION CATEGORIES												
Elem. & Sec. Teachers	1	6	12	2	4	13	2	2	1	14	4	2
Elem. & Sec. Adminis.	6	17	12	0	8	19	7	1	7	23	5	0
Secondary Counselors	0	2	5	0	1	5	1	0	1	6	0	0
Parents	1	0	4	0	2	2	1	0	1	1	3	0
Students	1	5	2	2	4	3	1	2	3	5	0	2
Comm. Coll. Personnel	0	6	7	2	4	9	0	2	4	8	1	2
Univ. Faculty	3	8	6	0	2	8	2	5	4	11	2	0
State Staff	2	6	6	0	0	1	3	10	0	9	5	0
County Coord.	2	5	4	0	3	7	1	0	4	5	2	0
TOTAL	16	55	58	6	28	67	18	22	25	82	22	6

TABLE X

NUMBER OF ANSWERS BY POSITION CATEGORIES
TO ITEM NUMBER 8

8. Allocating Resources for an Occupational Program.

	How important is it?				To what extent is it being achieved by your district?				What is the State's in-service responsibility?			
	(1) little importance	(2) average importance	(3) great importance	(4) no answer	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(4) no answer	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility	(4) no answer
POSITION CATEGORIES												
Elem. & Sec. Teachers	1	3	17	0	5	13	3	0	0	11	10	0
Elem. & Sec. Adminis.	1	13	20	1	2	23	8	2	3	21	10	1
Secondary Counselors	0	0	7	0	1	6	0	0	1	4	2	0
Parents	0	1	4	0	0	5	0	0	0	2	3	0
Students	0	0	9	1	4	3	2	1	1	5	3	1
Comm. Coll. Personnel	0	2	13	0	2	9	4	0	1	4	10	0
Univ. Faculty	1	3	13	0	2	8	1	6	2	12	3	0
State Staff	0	4	10	0	0	2	2	10	1	8	5	0
County Coord.	0	4	7	0	0	10	1	0	0	4	7	0
TOTAL	3	30	100	2	16	79	21	19	9	71	53	2

TABLE XI

NUMBER OF ANSWERS BY POSITION CATEGORIES
TO ITEM NUMBER 9

9. Setting Up and Using Advisory Committees.

	How important is it?				To what extent is it being achieved by your district?				What is the State's in-service responsibility?			
	(1) little importance	(2) average importance	(3) great importance	(4) no answer	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(4) no answer	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility	(4) no answer
POSITION CATEGORIES												
Elem. & Sec. Teachers	2	11	8	0	7	10	4	0	7	13	1	0
Elem. & Sec. Adminis.	4	9	22	0	3	20	11	1	10	20	5	0
Secondary Counselors	0	6	1	0	1	6	0	0	1	4	2	0
Parents	1	0	4	0	1	3	1	0	2	3	0	0
Students	1	5	4	0	6	3	1	0	2	7	1	0
Comm. Coll. Personnel	1	2	12	0	0	4	11	0	7	5	3	0
Univ. Faculty	2	3	12	0	1	9	2	5	7	9	1	0
State Staff	0	4	10	0	0	4	0	10	2	8	4	0
County Coord.	0	4	7	0	3	3	5	0	5	4	2	0
TOTAL	11	44	80	0	22	62	35	16	43	73	19	0

TABLE XII

NUMBER OF ANSWERS BY POSITION CATEGORIES
TO ITEM NUMBER 10

10. Implementing Changes in Occupational Programs.

	How important is it?				To what extent is it being achieved by your district?				What is the State's in-service responsibility?			
	(1) little importance	(2) average importance	(3) great importance	(4) no answer	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(4) no answer	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility	(4) no answer
POSITION CATEGORIES												
Elem. & Sec. Teachers	0	8	13	0	3	18	0	0	4	13	4	0
Elem. & Sec. Adminis.	0	14	21	0	2	26	6	1	3	30	2	0
Secondary Counselors	0	2	5	0	1	6	0	0	0	3	4	0
Parents	0	0	5	0	0	5	0	0	0	4	1	0
Students	0	2	7	1	3	5	1	1	1	7	2	0
Comm. Coll. Personnel	0	5	9	1	2	7	6	0	3	9	3	0
Univ. Faculty	1	4	12	0	0	8	3	6	3	13	1	0
State Staff	0	3	11	0	0	3	2	9	0	11	3	0
County Coord.	0	3	8	0	0	7	4	0	1	6	4	0
TOTAL	1	41	91	2	11	85	22	17	15	96	24	0

TABLE XIII

NUMBER OF ANSWERS BY POSITION CATEGORIES
TO ITEM NUMBER 11

11. Integrating Vocational Education into Career Education.

	How important is it?				To what extent is it being achieved by your district?				What is the State's in-service responsibility?			
	(1) little importance	(2) average importance	(3) great importance	(4) no answer	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(4) no answer	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility	(4) no answer
POSITION CATEGORIES												
Elem. & Sec. Teachers	1	8	12	0	4	15	2	0	3	12	6	0
Elem. & Sec. Adminis.	1	13	21	0	5	24	5	1	3	24	8	0
Secondary Counselors	0	1	6	0	2	4	1	0	0	4	3	0
Parents	0	0	5	0	1	3	1	0	0	4	1	0
Students	0	1	9	0	1	7	1	1	2	6	1	1
Comm. Coll. Personnel	0	5	9	1	4	7	3	1	1	8	5	1
Univ. Faculty	1	5	11	0	1	9	2	5	1	12	3	1
State Staff	0	7	7	0	0	4	1	9	0	11	3	0
County Coord.	1	2	8	0	1	8	2	0	0	8	3	0
TOTAL	4	42	88	1	19	81	18	17	10	89	33	3

TABLE XIV

NUMBER OF ANSWERS BY POSITION CATEGORIES
TO ITEM-NUMBER 12

12. Articulating Between Levels of a Field of Vocational Education.

	How important is it?				To what extent is it being achieved by your district?				What is the State's in-service responsibility?			
	(1) little importance	(2) average importance	(3) great importance	(4) no answer	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(4) no answer	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility	(4) no answer
POSITION CATEGORIES												
Elem. & Sec. Teachers	0	6	13	2	5	12	2	2	4	12	3	2
Elem. & Sec. Adminis.	1	10	24	0	7	24	3	1	7	21	6	1
Secondary Counselors	0	2	7	0	1	5	1	0	0	4	3	0
Parents	0	0	5	0	2	3	0	0	0	4	1	0
Students	0	4	6	0	2	7	0	1	2	6	1	1
Comm. Coll. Personnel	0	4	8	3	2	9	2	2	3	8	2	2
Univ. Faculty	2	1	14	0	1	10	0	6	1	11	5	0
State Staff	0	3	10	1	0	4	0	10	1	9	3	1
County Coord.	0	3	8	0	4	6	1	0	1	8	2	0
TOTAL	3	33	93	6	24	80	9	22	19	83	26	7

TABLE XV

NUMBER OF ANSWERS BY POSITION CATEGORIES
TO ITEM NUMBER 13

13. Articulating Between Various Fields of Vocational Education.

	How important is it?				To what extent is it being achieved by your district?				What is the State's in-service responsibility?			
	(1) little importance	(2) average importance	(3) great importance	(4) no answer	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(4) no answer	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility	(4) no answer
POSITION CATEGORIES												
Elem. & Sec. Teachers	0	5	16	0	8	13	0	0	2	10	8	1
Elem. & Sec. Adminis.	0	13	22	0	4	26	4	1	5	21	9	0
Secondary Counselors	0	2	5	0	1	4	2	0	0	5	2	0
Parents	0	3	2	0	1	4	0	0	0	4	1	0
Students	0	1	9	0	3	6	1	0	2	6	1	1
Comm. Coll. Personnel	0	5	8	2	3	10	0	2	2	8	3	2
Univ. Faculty	1	4	12	0	4	6	0	7	2	9	6	0
State Staff	0	7	7	0	0	6	0	8	0	11	3	0
County Coord.	0	5	6	0	2	8	1	0	0	8	3	0
TOTAL	1	45	87	2	26	83	8	18	13	82	36	4

TABLE XVI

NUMBER OF ANSWERS BY POSITION CATEGORIES
TO ITEM NUMBER 14

14. Conducting Follow-up Studies.

	How important is it?				To what extent is it being achieved by your district?				What is the State's in-service responsibility?			
	(1) little importance	(2) average importance	(3) great importance	(4) no answer	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(4) no answer	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility	(4) no answer
POSITION CATEGORIES												
Elem. & Sec. Teachers	1	7	13	0	9	10	2	0	1	9	11	0
Elem. & Sec. Adminis.	0	13	22	0	4	27	3	1	2	24	9	0
Secondary Counselors	0	2	4	1	1	6	0	0	3	2	2	0
Parents	0	1	4	0	1	4	0	0	0	4	1	0
Students	0	2	8	0	2	7	1	0	3	6	0	1
Comm. Coll. Personnel	0	4	11	0	4	10	1	0	3	6	6	0
Univ. Faculty	1	4	11	1	5	4	1	7	2	12	2	1
State Staff	0	3	11	0	2	3	0	9	0	10	4	0
County Coord.	0	4	7	0	4	4	2	1	0	6	4	1
TOTAL	2	40	91	2	32	75	10	18	14	79	39	3

TABLE XVII

NUMBER OF ANSWERS BY POSITION CATEGORIES
TO ITEM NUMBER 15

15. Providing Vocational Programs for Students with Special Needs.

	How important is it?				To what extent is it being achieved by your district?				What is the State's in-service responsibility?			
	(1) little importance	(2) average importance	(3) great importance	(4) no answer	(1) not at all or uncertain	(2) somewhat	(3) almost completely	(4) no answer	(1) little or no responsibility	(2) share equal responsibility	(3) major responsibility	(4) no answer
POSITION CATEGORIES												
Elem. & Sec. Teachers	0	6	15	0	3	16	2	0	1	12	8	0
Elem. & Sec. Adminis.	0	9	26	0	5	25	4	1	3	21	11	0
Secondary Counselors	0	2	5	0	2	5	0	0	1	3	3	0
Parents	0	1	4	0	1	3	1	0	0	4	1	0
Students	0	2	8	0	1	7	2	0	1	7	2	0
Comm. Coll. Personnel	1	3	11	0	4	9	2	0	2	6	7	0
Univ. Faculty	0	6	11	0	3	8	0	6	3	11	3	0
State Staff	0	4	10	0	0	3	2	9	0	8	6	0
County Coord.	0	2	9	0	1	9	1	0	0	5	6	0
TOTAL	1	35	99	0	20	85	14	16	11	77	47	0

TABLE XVIII

ITEMS RATED ABOVE 75 PERCENT BY SAMPLE
AS BEING OF GREAT IMPORTANCE

Analysis by Three Position Categories

POSITION CATEGORIES	How important is it? (1) little importance	(2) average importance	(3) great importance
Item #1 - Conducting a Local Needs Assessment			
Elementary & Secondary Teachers	0	35%	65%
Elementary & Secondary Administrators	0	14%	85%
Community College Personnel	0	13%	87%
University Faculty	0	29%	71%
State Staff	0	23%	76%
TOTAL NUMBER SAMPLED	0	22%	78%
Item #2 - Planning Curriculum for Occupational Programs			
Elementary & Secondary Teachers	0	24%	76%
Elementary & Secondary Administrators	0	29%	71%
Community College Personnel	0	20%	80%
University Faculty	6%	12%	82%
State Staff	0	21%	79%
TOTAL NUMBER SAMPLED	1%	20%	79%

POSITION CATEGORIES	How important is it? (1) little importance	(2) average importance	(3) great importance
Item #4 - Evaluating Occupational Programs			
Elementary & Secondary Teachers	0	24%	76%
Elementary & Secondary Administrators	0	17%	83%
Community College Personnel	0	13%	87%
University Faculty	0	0	100%
State Staff	0	7%	93%
TOTAL NUMBER SAMPLED	1%	16%	83%
Item #8 - Allocating Resources for an Occupational Program			
Elementary & Secondary Teachers	5%	14%	81%
Elementary & Secondary Administrators	3%	38%	59%
Community College Personnel	0	13%	87%
University Faculty	6%	18%	76%
State Staff	0	29%	71%
TOTAL NUMBER SAMPLED	2%	23%	75%

TABLE XIX

ITEM RATED BELOW 50 PERCENT BY SAMPLE
AS BEING OF GREAT IMPORTANCE

Analysis by Five Position Categories

POSITION CATEGORIES	How important is it? (1) little importance	(2) average importance	(3) great importance
Item #7 - Setting Up a System for Management by Objectives.			
Elementary & Secondary Teachers	5%	32%	63%
Elementary & Secondary Administrators	17%	49%	34%
Community College Personnel	0%	46%	54%
University Faculty	18%	47%	35%
State Staff	14%	43%	43%
TOTAL SAMPLE	12%	43%	45%